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ABSTRACT

This paper outlines the teacher training program in rhetoric and communication at Temple University (Pennsylvania). The aspects of the training program outlined include (1) academic preparation, (2) inservice activities, (3) training assignments, (4) supervision and evaluation of intern teachers, (5) consistency in training experiences, (6) research training, (7) external placements in training, and (8) future trends in training experiences. A copy of the rhetoric and communication division's policy and program for intern teacher training is appended. (FL)

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TEMPLE UNIVERSITY:

A CASE STUDY OF TEACHER TRAINING

by

Caroline Drummond

Department of Speech

Temple University

Presented at the

Speech Communication Association Convention

New York, November 1980

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Temple University is an urban educational center located in a city of nearly two million people. With an enrollment of over 35,000, Temple is one of the nation's largest universities. Temple was founded by Russell Conwell, and the mission of the university is in many respects a reflection of the ideas he expressed in "Acres of Diamonds." We see ourselves as having an obligation to use our knowledge and resources to aid in meeting the needs of an urban population. We strive to fulfill our responsibility to provide higher education for a heterogeneous population, drawn from the U. S. and other nations.

The Department of Speech at Temple has two divisions: Speech and Hearing Science,and Rhetoric and Communication. The B. A., M. A., and Ph. D. are all offered with emphasis in either of the divisions.

Today I represent the Division of Rhetoric and Communication. The object of the graduate program in that division is expressed in a statement from our new graduate brochure: "Instruction in rhetoric and communication at Temple is aimed at improving students' understandings of the structures and functions of communication, developing their abilities as theorists, critics, and researchers, and enlarging their potential to function effectively as practitioners and/or theorists." Temple's program for graduate teacher training in rhetoric and communication is carefully structured, yet flexible, with the potential to meet future training needs. Today I'd like to describe our present teacher training program ;consider related aspects of graduate teacher training in the division; and look at approaches underway to meet future training needs.

I. The teacher training program

A. Academic preparation

1. Graduate students are required to complete relevant undergraduate coursework not included in their own undergraduate preparation (e.g., Speech 65, Public Speaking).

a. These courses must be taken during their first year in the program.

b. Students are not assigned to teaching duties in a course which they themselves have not taken.

2. Graduate courses

a. Our Graduate School requires that all graduate students funded with teaching assignments enroll in a course to prepare them for teaching in the subject area.

1) This requirement has been met by our Speech 566, Teaching Oral Communication, in which students have enrolled during their first semester in the program.

2) We are now moving into the development of a required two-credit practicum, with credit given for orientation and in-service workshops, as well as classes during the term.

b. Advanced or specialized coursework in speech pedagogy is available.

1) Speech 566 will remain an option.

2) Two practica in speech pedagogy are available.

3) An advanced seminar in speech pedagogy (Speech 664) is offered occasionally; e.g., in the summer of 1980 the subject was "Communication Competencies."

B. In-service activities

1. Provided by the division (see discussion of the new practicum above)

a. Before the opening of the fall term - two days of activities

b. During the term -- e.g., session on testing

c. Before the opening of the spring term

d. Staff meetings and training sessions

2. Provided by the Media Learning Center -- use of equipment, especially videotape recording

C. Training assignments

1. How determined and assigned

a. Training and Assignments Committee, which I chair -- includes course directors

b. Student requests, approved in advance by graduate advisors; advanced students may make priority requests

c. Categories of GA, SPT. PT (see "Policy and Program")

d. Summer assignments (see "Policy and Program")

2. Courses to which assigned (see "Policy and Program")

a. Ongoing assignments

b. New assignments are developed as new courses are offered and as old courses are changed.

3. Levels of assignment, progressing in independence and responsibility

a. Assis ting a faculty member or other senior teacher; everyone starts here; also supervised by course director

b. Team teaching with another intern at the same level of advancement; supervised by course director

c. Teaching with major responsibility for course preparation, under supervision of course director

d. Supervising the work of another intern teacher, still under the supervision of course director

D. Supervision and evaluation of intern teachers

1. Supervision

a. Intern training is viewed as a function of the full time faculty.

1) All faculty are considered as master teachers for the purpose of teacher training.

2) All interns in teacher training are supervised, observed, and evaluated by one or more full time faculty members.

3) Advanced interns may be assigned to serve as trainees of junior interns, under such faculty supervision.

b. Supervision is provided in several ways by supervisors and course directors.

1) Direct observation of the trainee in classroom instructional situations and other situations such as conferences with individual students

2) Conferences between trainee and supervisor(s)
3) Oral and written feedback from supervisor(s) to trainee
4) Joint preparation of instructional material by supervisor(s) and trainee
5) Preparation by the trainee of instructional materials, which are then assessed by supervisor(s)

2. Evaluation

a. Evaluation of performance in teaching is provided in a variety of ways by course directors, master teachers, advanced student trainers, and students in the classes with which the trainee is working, as well as by the trainee herself/himself.

b. The R & C Graduate Committee has approved the following guidelines for the evaluation of teaching performance of graduate student trainees:

1) Each trainee shall receive at least one direct observation per semester in the instructional situation by the course director or someone else specifically designated from the full time faculty.
2) Criteria for evaluation shall be specified in writing by the course director and distributed to all students involved.
3) A written critique containing specific suggestions for improvement shall be given to the trainee as a follow-up to the observation; it is suggested that copies of such critiques be maintained by the person(s) preparing the critiques.
4) An individual conference shall be held as a follow-up to each observation, reviewing the written critique and offering additional information as appropriate.
5) Classroom materials, lecture notes, critiques of speeches, etc., prepared by each trainee shall be provided by the trainee to the evaluator(s); such materials shall be filed, and written and oral comments on the materials shall be provided to the trainee.
6) Written notation shall be placed in each trainee's file at or before midterm, indicating satisfactory or unsatisfactory progress; if progress is not satisfactory, the course director shall be advised and shall notify the Chair of the Training and Assignments Committee.

7) A final written evaluation of the teaching performance of each trainee shall be prepared at the end of each semester, in whatever form is appropriate for the individual assignment, and shall be discussed with the trainee prior to its being filed in the trainee's record.

8) All persons engaged in the supervision of training (course directors, faculty supervisors, graduate student trainers) shall be urged to follow the procedures outlined above.

9) Graduate student trainees shall be encouraged to complete self-evaluations each semester, to be filed in their records.

10) Graduate students may respond to any teaching evaluations.

E. Consistency in training experiences within multisection courses and in single section courses scheduled regularly, as well as among the various courses in the curriculum, is sought in various ways, including the following:

1. Specification of objectives of teacher training in the course
2. Specification of duties of the trainee in the course
3. Orientation meetings prior to the beginning of the term
4. Course syllabuses
5. Course handouts
6. Course midterm and/or final examinations
7. In-class observation by trainees
8. Staff meetings of trainees and supervisors
9. Assignment to various master teachers

F. Outgrowths of the teacher training program in terms of full time and part time teacher placement are excellent; to date, 100% of those seeking academic placement have obtained positions.

II. Other aspects of training already in operation

A. Research training and methodology,

1. Coursework in research design/ in and out of the department
2. Coursework in rhetorical criticism
3. Coursework involving evaluation of research (e.g., Chesebro's summer 1980 course, "Evaluation of Professional Research and Writing"

B. External placements in training
   1. Assignments as a class to a facility; e.g., Byberry State Hospital
   2. Work in community mental health center
   3. Participant-observation in business
   4. Participant-observation in organizational communication; e.g., Whitney's Research for Better Schools placement led to her dissertation research.
   5. Assistance to full time professional consultant.

III. Future trends in training experiences
   A. Continue and refine present program
   B. Increase emphasis on training for instruction in communication competency programs
      1. Coursework in and out of the department
      2. Training assignments
   C. Increase stress on training for roles in nonacademic settings
      1. Coursework in and out of the department; e.g., courses in organizational communication; Smith's course in preparing for communication consulting, a seminar to be offered Spring 1981.
      2. Training through external placements; plans are underway for expansion
         a. Business and industry
         b. Health care
         c. Other organizational settings: political campaigns, community organizations, retirement homes, etc.
         d. Other programs within the university; e.g., Gifford's assistantship in the Institute on Aging

We are gratified with the effectiveness of our intern teacher training program. Both students and prospective employers have evidenced their satisfaction with the types of experiences which our training provides.

In the 1978 external review of the doctoral program in rhetoric and communication, the emphasis on teacher preparation was noted as one of the program's strengths: "Procedures for preparing . . . candidates as teachers are particularly commendable. The program is well conceived and carefully supervised. In addition, our discussions with graduate students and alumni indicate that the faculty members' concern with preparing their . . . candidates as teachers is reflected in the quality of instruction within graduate courses and seminars" ("A Review of the Doctoral Program of the Division of Rhetoric and Communication, Temple University," by Ernest Bormann and Wayne Brockriede, May 1978).

We look forward to continuing and strengthening the graduate teacher training program and to expanding opportunities for training in non-academic settings.

TEMPLE UNIVERSITY
DEPARTMENT OF SPEECH

Policy and Program for Intern Teacher Training
in the Division of Rhetoric and Communication

I. General Policies

A. Training in teaching is viewed as an integral part of a graduate student's program; hence, the intern teacher training program seeks to provide the widest possible training experience in aspects of divisional functions.

B. Teacher training assignments are made on the basis of value to the trainee as well as service to the division and the department.

C. Intern teacher training is viewed as a function of the full time faculty; all faculty are considered as master teachers for the purpose of training.

D. Each intern is viewed as having unique abilities and training needs; hence, there is great flexibility in training assignments and degree of supervision.

1. While M. A. candidates often have considerable substantive knowledge of their major field, their training and experience are usually insufficient to justify giving them major responsibility for teaching an undergraduate college course.

2. While Ph. D. candidates may have ample knowledge to handle classroom responsibilities, they are not automatically considered to be qualified to assume major responsibility for teaching an undergraduate college course.

3. Each trainee is assigned in relation to previous training and experience, as well as in terms of the individual student's academic program.

4. The intern who desires eventual assignment to assume major responsibility for instructing in one or more of the division's undergraduate courses should prepare himself or herself as follows:

a. Have completed undergraduate or graduate study in the subject matter of the course, or an acceptable equivalent.

b. Have had experience assisting in the course at least twice, or an acceptable equivalent.

c. Have the approval of her or his graduate advisor and of the appropriate course director.

d. Note that such assignment is seldom made until the second or third year of residency.

5. Candidates for the M. A and beginning candidates for the Ph. D. are usually assigned to work with courses at the 001-099 level.

E. All interns in training are supervised, observed, and evaluated by one or more full time faculty members. Advanced interns may be assigned to serve as trainees of junior interns, under such faculty supervision.

F. Kinds of intern training assignments

1. During the academic year

a. Graduate assistants: Generally these are students who are beginning in the program. They receive tuition remission and a stipend, and they are ordinarily assigned to 7-8 credit hours of assisting (usually two 4-credit courses or one 3-credit and one 4-credit course).

b. Student part time faculty: The department also employs graduate students in the capacity of student part time faculty. These students may undertake duties customarily assigned to graduate assistants; they may assume major instructional responsibility for one or more courses; they may serve as trainers under the supervision of course directors. They instruct 7-10 credit hours per semester and are paid on a per credit basis. Student part time faculty must enroll as full time students and must pay their own tuition; however, the department is often able to provide tuition scholarships for these students.

c. Part time faculty: Sometimes because of enrollment the department will employ students who are generally not otherwise funded and are near completion of their programs. Such employment is seen as a training assignment for anyone active in the graduate program. Part time faculty are paid on a per credit basis and need not enroll for courses.

2. During the summer sessions

a. Graduate students may be funded with part time teaching assignments during the summer sessions.

b. Such awards are made to those who meet criteria established by the Graduate Admissions and Awards Committee; a customary requirement is that the student have the approval of a given course director to assume major responsibility for teaching that course with minimal supervision.

G. Graduate assistantships and student part time faculty awards are made by the Graduate Admissions and Awards Committee; for details about procedures and stipends, one should contact the Director of Graduate Studies of the Division of Rhetoric and Communication, Department of Speech, Temple University, Philadelphia, PA 19122.

H. All assignments are made by the Committee on Training and Assignments, in coordination with the department chairperson, the division chairperson, and the course directors; all assignment requests from students must be approved in advance by each student's graduate advisor.

1. Graduate assistants, student part time faculty, and part time faculty may be assigned to courses meeting in the day or in the evening, on the main campus or on the adjunct campuses (TU Center City, Ambler, Tyler School of Art, the School of Dental Hygiene, and Extension Services sites); each intern is expected to maintain regular posted office hours for conferences with individual students.

J. According to university policy, a graduate student or student part time faculty member may engage in limited outside employment provided that the College of Liberal Arts Graduate Committee is assured in writing by the student's department chairperson that the outside employment will not interfere in any way with the student's normal course of study; students seeking such permission must confer with the department chairperson.

K. Each intern is expected to attend all meetings of the classes to which he or she is assigned and to be on time.

   1. In the event of illness or other reason for unplanned absence, the intern should notify his or her immediate supervisor and the division chairperson as soon as possible.

   2. Arrangements for absence for a personal or professional reason should be made in advance with the immediate supervisor and approved by the division chairperson; such absences of more than one class day must be approved by the department chairperson.

II. Training Assignments: Assignments are made to the courses and activities listed.

The description of each assignment has been prepared by the course director. Interns can expect duties and requirements to vary somewhat depending on their own backgrounds and training in each area, as well as on the immediate supervisor. All interns are expected to attend meetings scheduled in relation to their training and assignments. During a student's first year in the program, she or he will probably work with ELECT 3, Speech 65, and Speech 66.

ELECT 3 (Speech-ELECT: one of the courses offered in the English Language Enrichment Center at Temple--non-credit for students enrolled; 3-credit equivalency for intern teacher trainees)

The assistant assigned to ELECT 3 will become a part of a teaching staff, working in macrosection teams of two or three with from fifteen to twenty-five students. Regular staff meetings are held for the purpose of developing instructional sequences and materials. Students are placed in ELECT 3 on the basis of low scores on the English Proficiency Examination they take when they enter the university. These students form a very challenging population, and the course is designed to meet that challenge by teaching for greater classroom communication competency (e.g., notetaking, library skills, class discussion, answering questions, making reports). The course is taught on a mastery model, and the grading system is pass-fail.

Learning objectives for the assistant in this course include:

- task analysis in order to identify the skills needs of specific non-traditional students
- adaptation of interpersonal and presentation skills in order to communicate effectively with this special group of students
- development of teaching/learning units aimed at the mastery of specifically identified target skills and testing those units in the classroom
- development of performance evaluation skills, critique skills, and skills in the training of individuals for growth in communication competency.

Speech 002 (Communication Skills--3 credits): This course is customarily offered on the center city campus (TUCC) and draws a heterogeneous population. Emphasis is on meeting individual student needs for improvement in both oral and written skills. Business oriented activities are included. The trainee assigned to this course should be a person familiar with instruction in written and oral communication skills. This is a rather specialized assignment which is usually assigned to an advanced student with considerable teaching experience. The assignment offers a unique opportunity to work with older students in a business related environment (Speech 003, Communication Competency, is a 2-credit version of the course).

Speech 017 (Public Speaking--School of Dental Hygiene--3 credits--Spring only): Students in the Dental Hygiene program follow a strictly structured schedule in order to fulfill their professional requirements. They can be scheduled for only one speech course. So, to meet their specific needs, the division has constructed a course incorporating elements of both public speaking and interpersonal communication. The assignment offers a trainee an opportunity to develop instructional skills in both these areas. The assignment is generally handled by an advanced student with experience in both courses.

Speech 063 (Intracommunication--4 credits):

1. Training objectives

   a. To provide understanding of the scope of an intracommunication course at an undergraduate level.

   b. To provide pedagogical experience in a new area of instruction.

2. Background required

   a. Background in teaching undergraduates in speech communication. Background in the area of interpersonal communication.

3. Training requirements

a. Assist instructor in class with lectures, discussions, and lab periods.

b. Assist students outside of class in issues concerning substance and/or assignments.

c. Assist instructor in development of materials, lectures, discussions, lab exercises, examinations, and evaluations.

Speech 061 (Voice and Articulation--4 credits):

1. Qualifications

   a. Ability to transcribe accurately and quickly in I. P. A.

   b. Background in some aspect of speech performance which is reflected in effective voice production and accurate standard English articulation.

2. Job description:

   a. Supervision of drill periods.

   b. Occasional lectures.

   c. Grading of papers.

   d. Remedial appointments with students re their own personal speech problems (voice, articulation, etc.), transcription, analysis of speech rhythms, etc.

3. Training objectives: The trainee will be able to:

   a. Diagnose and prescribe for speech improvement problems, both voice and articulation.

   b. Identify appropriate drill materials relating to the development of effective voice and articulation, and supervise drill.

   c. Accurately evaluate phonetic transcription of both segmental and supra-segmental phonemes.

   d. Evaluate his or her own abilites to counsel students, to lecture, and to conduct class discussion, on the basis of experience.

Speech 065 (Public Speaking--4 credits):

1. The objectives of training in the course are to provide the trainee with the opportunity to develop:

   a. A breadth of understanding of the theoretical principles of public speaking, especially those concerned with analysis of issues and audiences, organization and development of ideas and arguments, use of language, nonverbal communication, the ethics of advocacy.

b. Skills in presenting and reinforcing the learning of course content through experience with various pedagogical techniques and methods such as lecture, use of media, informal discussion, preparation of instructional materials, individual student conferences, etc.

c. Skills in planning a course syllabus and scheduling assignments for such a performance course.

d. Skills in preparing and presenting oral and written critiques of student speeches.

e. Methods for developing and maintaining a class atmosphere conducive to student involvement and participation in the work of the course.

f. Skills in preparing and stimulating students to participate in rhetorical criticism, both in and out of the classroom.

g. Familiarity with the support services available for students through the Department of Speech (especially the Speech and Hearing Center and the Speech Improvement Program).

2. Most Speech 65 classes enroll from 50-75 students per section; each section is directed by a master teacher, working with two or more interns. (Speech 014 is a two-credit version of the public speaking course).

Speech 066 (Interpersonal Communication--4 credits):

1. The objectives of training in the Speech 66 multi-media instruction section are:

a. To provide the intern with a wide understanding of the content and scope of interpersonal communication.

b. To introduce the intern to a wide variety of instructional methods, media, and formats.

c. To train the intern in methods of behavior analysis applied to interpersonal communication.

d. To provide the intern with the experience of working within the framework of a multi-section, standardized course.

e. To provide the intern with experience in standardizing test items, test evaluation, and test construction.

2. Requirements for assisting in Speech 66 multi-media instruction section:

a. The trainee should have completed Speech 408 with a grade of B or better.

b. The intern should possess a level of maturity and emotional stability requisite to the handling of sensitive interpersonal situations should they arise within the context of the course.

c. Graduate students who have not completed Speech 408 but who have some background in interpersonal communication or the psychology of communication may assist a master teacher or trainer in one or more lab sections in their first semester. (Speech 006 is a two-credit version of this course; Speech 007 is the three-credit version).

Speech 067 (Sexual Communication--4 credits):

Exams: 1) Prepare exam questions for tests based upon lecture and reading assignments. Previous exams are available. Each exam question should be assessed for its power to discriminate among levels of student learning and for its potential difficulty. Exam questions should be checked with course director. 2) Type, run, assemble, and staple exams. 3) Proctor exams. 4) Have exams machine scored. 5) Curve grades in consultation with course director. 6) Construct and grade make-up exams.

Grades: 1) Record all students in the course in the grade book for the course. 2) Record all grades. 3) At the end of the term, average grades and record final grade in grade book and on final grade sheets. 4) Consult with course director on grade system.

Handouts: Type, run, assemble, and staple relevant handouts for particular lectures, consulting with course director on form and content.

Research Teams: 1) Maintain constant communication with all research teams working on assigned projects, functioning as a "research consultant" to the teams. 2) Group individuals into research teams as directed. 3) Read and grade certain aspects of research projects.

Lectures: 1) Select one to three of the lecture topics indicated on the course schedule. 2) Prepare and deliver lecture(s). 3) Consult with course director before and after lectures.

Speech 070 (Communicative Oral Reading--4 credits):

1. The student assistant in this course should have had personal experience in communicative oral reading and in the study of voice and articulation.

2. The primary duties of the assistant are to serve as a critic-evaluator for student readings and to read and evaulate the student's analysis papers.

3. The secondary responsibilities of the assistant are to confer with students about such matters as finding good selections to share, cutting, rehearsal for skills implementation, and the like.

4. The assistant is expected to attend all class sessions and to assist with lecture demonstrations and demonstration readings.

Speech 116 (Marriage, Couple, and Family Communication--4 credits):

Duties and responsibilities of the teaching assistant:

1. Facilitate two theme-oriented groups which will be discussing theory and research regarding the influence of sex roles on communication and decision making.

2. Evaluate reaction and research papers of students assigned to these groups.

3. Prepare tapes and slides for classroom presentations on conceptions of couples and families as small group communication systems.

4. Interview students and help guide the research projects of students doing field research.

The assistant assigned to this course should have considerable experience working with small groups, preferably in a leadership or facilitative capacity. The assistant should also be very familiar with the literature on sex roles, interpersonal competence, and family systems theory.

Speech 160 (Communication in Popular Culture--4 credits):

See duties and responsibilities described under Speech 067 above.

Speech 174 (Argumentation--4 credits):

The teaching assistant will have the following responsibilities:

1. To aid in reading papers required of students in the course.

2. To conduct laboratory makeup sessions as needed.

3. To lecture occasionally and aid in preparation of instructional materials.

Speech 176 (Small Group Communication--4 credits):

Duties and responsibilities of the intern:

1. Work with class groups in the capacity of group facilitator.

2. Evaluate reaction papers of students assigned to her/his groups.

3. Prepare study guides relating text to classroom activities for her/his groups.

The assistant assigned to this course should be a person with considerable experience working with small groups. The person should have completed at least one graduate course involving theory and practice of interpersonal communication in small groups and should have had some practical experience at observing communication in small groups. Additionally, the person serving as a Speech 176 assistant should have well developed interpersonal skills, especially those involving empathic communication listening, and describing interpersonal behavior.

Speech 180 (Persuasion--4 credits):

Duties of the trainee include:

1. Helping students prepare projects on an out of class basis.

2. Attending lectures.

3. Aiding in discussion and evaluation of projects.

4. Giving advice to students on written assignments based on original research, field experiments, rhetorical criticism, and the like.

5. Assisting the course director in preparation of multi-media instructional material.

Speech 302 (Language, Thought, and Communication--4 credits):

1. Training objectives:

   a. To acquaint interns with methods and materials for teaching general semantics.

   b. To provide opportunities for advanced level teaching.

2. Specific duties:

   a. Conduct class lectures.

   b. Lead small group discussions.

   c. Assist in grading class projects.

   d. Counsel with students on an individual basis.

Note: Because this is a course for upper level undergraduates and can be taken for graduate credit, the intern assigned to this course is always an advanced student, usually someone in the last year of the doctoral program.

Debate and Individual Speech Events

The intern will assist faculty in directing and coaching the Temple debate and individual events program. The activities of the intern will be to aid in:

1. Arranging and coordinating the program.

2. Coaching members of the squad.

3. Traveling with the team to intercollegiate speech tournaments.

The assistant should develop an understanding of:

1. Debate and individual speech events as educational activities.

2. Techniques of training students in debate and individual events.

3. Planning and developing an extracurricular forensics program.

4. The skills of judging debate and individual speech events.

The intern can expect to spend approximately six hours a week in the debate office working with students and to travel with the team on weekends two or three times a year.

Course Directors:

ELECT 003, Speech 061, Speech 070	: Dr. Donald H. Ecroyd
Speech 002	: Ms. Elsie B. Francis
Speech 063	: Dr. Murray M. Halfond
Speech 065	: Ms. Caroline Drummond
Speech 066, Speech 176	: Dr. John Moran
Speech 017	: Dr. Moran, Ms. Drummond
Speech 067, Speech 160	: Dr. James W. Chesebro
Speech 116	: Dr. Arthur Bochner
Speech 174, Speech 302, Debate & Individual Speech Events	: Dr. Ralph Towne
Speech 180	: Dr. Herbert Simons
Department Chair	: Dr. Murray M. Halfond
Division Chair, Chair of Training and Assignments Committee	: Ms. Caroline Drummond
Director of Graduate Studies	: Dr. Herbert Simons

Evaluation of Performance in Teaching (approved by the Graduate Committee, Division of Rhetoric and Communication, 1977)

I. Evaluation of performance in teaching is provided in a variety of ways by course directors, master teachers, advanced student trainers, and students in the classes with which the trainee is working, as well as by the trainee herself/himself.

II. The Graduate Committee has approved the following guidelines for the evaluation of teaching performance of graduate student teacher trainees:

A. Each trainee shall receive at least one direct observation per semester in the instructional situation by the course director or someone specifically designated from the full time faculty.

B. Criteria for evaluation shall be specified in writing by the course director and distributed to all students involved.

C. A written critique containing specific suggestions for improvement shall be given to the trainee as a follow-up to the observation; it is suggested that copies of such critiques be maintained by persons preparing the critiques.

D. An individual conference shall be held as a follow-up to each observation, reviewing the written critique and offering additional information as appropriate.

E. Classroom materials, lecture notes, critiques of speeches, etc., prepared by each trainee shall be provided by the trainee to the evalua-

tor(s); such material shall be filed, and written and oral comments on the materials shall be provided to the trainee.

F. Written notation shall be placed in each trainee's file at or before midterm, indicating satisfactory or unsatisfactory progress; if progress is unsatisfactory, the course director shall be advised and shall notify the Chairperson of the Training and Assignments Committee.

G. A final written evaluation of the teaching performance shall be prepared at the end of each semester, in whatever form is appropriate for the individual assignment, and shall be discussed with the trainee prior to its being filed in the trainee's record.

H. All persons engaged in the supervision of training (course directors, faculty supervisors, graduate student trainers) shall be urged to follow the procedures outlined above.

I. Graduate student trainees shall be encouraged to complete self-evaluations each semester, to be filed in their records.

J. Graduate students may respond to any or all teaching evaluations.